DOCUMENT RESUME

ED 121 446 PS 008 499

TITLE	Early Childhood Education: Recommendations for Program Implementation.
INSTITUTION	California State Dept. of Education, Sacramento.
PUB DATE	74
NOTE	34p.
AVAILABLE FROM	California State Department of Education, P.O. Box 271, Sacramento, California 95802 (Paper, $0.85, California residents add sales tax)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS	Community Involvement; *Curriculum Development; *Early Childhood Education; Health Services; *Individualized Instruction; Inservice Teacher Education; Instructional Staff; Needs Assessment; *Parent Education; Parent Participation; Parent Role; *Program Planning; Social Services
IDENTIFIERS	*California

ABSTRACT

This publication is intended to be used by school districts in California that are in the process of developing district and individual school master plans for restructuring educational programs for kindergarten and grades 1-3. A number of considerations pertinent to development of these master plans are outlined: (1) district- and school-level planning requirements; (2) guide questions and recommendations for revising program organization, curriculum, and instruction; (3) purposes and means of providing for the required parent education component, including clarification of the roles of parents and community in early childhood education and ways of facilitating parent involvement in various aspects of the school program; (4) considerations in formulating policy and programs for health and social services; and (5) suggestions for staff selection, development, and inservice education. (ED)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED121446

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Early Childhood Education

Recommendations for Program Implementation

Prepared under the direction of the
EARLY CHILDHOOD EDUCATION PROGRAM
H. Glenn Davis, Associate Superintendent
of Public Instruction
for Early Childhood Education

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles - Superintendent of Public Instruction
Sacramento, 1974

PS 008499

This publication, which was prepared by H. Glenn Davis, Dorothy Blackmore, and Jeanada Nolan, was edited and prepared for photo-offset production by the Bureau of Publications, California State Department of Education, and was published by the Department, 721 Capitol Mall, Sacramento, California 95814.

Printed by the Office of State Printing
and distributed under the provisions of
the Library Distribution Act

1974

FOREWORD

On November 26, 1971, I received the *Report of the Task Force on Early Childhood Education.* That report was the result of the very fine work of a team of 25 specialists in child growth and development whom I had asked to design an early childhood education program of the highest quality for the children of California. In the following year the Department published *The Early Childhood Education Proposal: A Master Plan to Redesign Primary Education in California,* which describes the Department's strategy for implementing the recommendations of the task force. And on November 27, 1972, Governor Reagan signed Senate Bill 1302 (Dymally), which established the early childhood education program as law.

Another Department publication, *Policies for Early Childhood Education,* appeared early in 1973. Adopted by the State Board of Education, the policies contained in the publication authorize the implementation of Senate Bill 1302 and serve as the Board's rules and regulations for program approval and implementation. To the publications just described, the Department now adds another, *Early Childhood Education: Recommendations for Program Implementation.* This publication was developed with the assistance of resource persons representing parents, teachers, and administrators statewide. When the more inclusive documents for comprehensive program planning were being developed, the Department drew heavily on the material contained in this publication, which has been developed specifically for the restructuring of kindergarten-primary education.

I recommend this publication for use with *Policies for Early Childhood Education* in implementing early childhood education programs. Each school district can make use of both publications in designing its own program, taking into account as well the particular needs of the schools in the district. I would caution school districts, however, that this publication should be used only as a guide for comprehensive planning and should not be used to determine legal matters related to early childhood education programs. For this purpose school districts must consult *Policies for Early Childhood Education* and the text of Senate Bill 1302.

My confidence remains firm in the promise of California's restructuring and revitalization of kindergarten-primary education through the early childhood education program. I am still convinced that no child should leave the third grade without being able to read, write, and calculate in accord with accepted standards. By increasing the intensity and quality of educational programs during the early growth period, we can sharply reduce the need for costly and frequently unsuccessful remediation programs. I hope that those responsible for designing early childhood education programs will find this publication useful in the important work entrusted to them.

Superintendent of Public Instruction

CONTENTS

	Page
Foreword	iii
Early Childhood Education Program Planning: An Overview	1
District-Level Planning	1
School-Level Planning	3
Program Planning	4
Management Design	6
Evaluation Design	7
Organization, Curriculum, and Instruction	9
Organization of the Early Childhood Education Program	9
Early Childhood Education Curriculum	10
Assessment of the Early Childhood Education Program	10
Prescription for Learning	11
Motivation of the Pupil	11
Management of Instruction	11
Task Force Recommendations	12
Parent Education	15
Purposes of Parent Education	15
Ways of Providing Parent Education	15
Selection of Parent Education Staff	16
Allocation of Resources to Parent Education	17
Parent Participation	19
Definitions of Terms	19
Parent Participation and the Advisory Committee	20
School Advisory Committees	20
Health and Social Services	23
Policy on Health and Social Services	23
Health Program	24
Admission Requirements	24
Screening, Diagnosis, and Treatment	24
Civil Defense and Disaster Preparedness Plan	24
Emergency Medical Care	25
Illness or Minor Injury	25
Health Education	25
Social Services Program	25
Nutrition Education and Service	25
Staff Development and Inservice Education	27
Selection of Staff	27
Key Concepts for Early Childhood Education Programs	27
Suggestions for Staff Development	28
Suggestions for Inservice Education	28
Acknowledgments	33

2—84939

Early Childhood Education Program Planning: An Overview

In 1972 the California Legislature passed Senate Bill 1302 (Chapter 1147, Statutes of 1972), which provides school districts with financial assistance toward the restructuring of educational programs for kindergarten and grades one through three. Certain activities are required of districts submitting proposals for funding, necessitating planning activities at both the district and individual school levels (see Figure 1). Districts are being asked to enter into a process whereby needs will be assessed and educational goals relative to early childhood education will be established and ranked in terms of priority. On the basis of the adopted goals, the districts will then develop a series of program objectives related to the goals.

A master plan for early childhood education at the district level becomes the aggregate of early childhood education plans for individual schools within the district. This master plan includes district plans to phase in schools and the order in which various elements of early childhood education programs will be initiated. In each phase of planning, involvement of parents, community members, teachers, and administrators is necessary and must be emphasized.

At the individual school level, parent involvement will be especially important. Advisory groups or committees will be formed which will include parents and members of the immediate community as specified in the *Policies for Early Childhood Education.*[1] A needs assessment addressed to the primary school population must be conducted to provide a statement of the adequacies or deficiencies which exist in relation to early childhood goals. Schools are asked to establish learner performance objectives in the cognitive, affective, and psychomotor domains. Each objective will be expressed in measurable terms and will include the criteria for acceptable learner performance.

Having formulated the instructional level objectives, each school will then proceed to develop its plans for the early childhood education program. Education Code Section 6445 and the policies for early childhood education approved by the State Board of Education on January 12, 1973, set forth elements which must be incorporated into each school's plan. Plans will have to include the steps and procedures which will be followed in the implementation phase to provide for (1) an individualized, diagnostic/prescriptive approach to learning; (2) parent-community involvement in all phases of the planning, implementation, and evaluation of the program; (3) the redesign or restructuring of the learning environment; (4) educational staff preparation; (5) auxiliary staff recruitment and preparation; (6) parent education; and (7) articulation and existing preschool and child care programs. Accompanying the design will be a time line of activities to accomplish the plan.

A management design which contains the details of fiscal management and procedures for gathering, processing, and reporting information will be needed.

The final step in planning will be to design an evaluation plan for the early childhood education program at the school level. This plan will contain procedures for assessing all phases of program implementation as well as pupil progress.

District-Level Planning

The intent of the Legislature in passing Senate Bill 1302 was that school districts would adopt educational goals relative to early childhood education. The methods for setting and adopting goals is left to the discretion of the district. After the establishment and adoption of goals, the districts are required to formulate learner performance objectives which relate to the goals.

Districts must also perform a comprehensive needs assessment to determine what changes, if any, will be required in the district to assure the achievement of the stated objectives. This needs

[1] *Policies for Early Childhood Education.* Prepared under the direction of H. Glenn Davis, Program Manager, Early Childhood Education. Sacramento: California State Department of Education, 1973.

District-level planning	School-level planning	Program planning	Management design	Evaluation design
1. Adoption of priority-ranked educational goals and objectives 2. Assessment of district needs, school by school 3. Development of district-level time line 4. Plan for phase in of district schools 5. Assurances	1. Parent involvement 2. Assessment of educational needs 3. Establishment of instructional objectives	1. Individualized diagnostic/ prescriptive approach to learning 2. Parent-community involvement 3. Redesign of learning environment 4. Educational staff preparation 5. Auxiliary staff preparation 6. Parent education 7. Articulation with existing preschool and child care programs	1. Fiscal management 2. Information processing and reporting procedures	1. Pupil progress and program results assessment

Figure 1. Early Childhood Education Planning Requirements

assessment will provide districts with the resource requirements of objective achievement. The resources might also include upgrading of instructional staff competency.

A time line of activities to take place is to be developed. The time line will show the major events or activities which will occur in the development (planning), implementation, evaluation, and revision of the early childhood education program.

As each school develops its early childhood education plan and submits it to the district, the district's phase-in plan will be formulated. This plan will show when and how elements of the total district early childhood education program will occur. The aggregate of all the school plans then becomes the district plan.

Districts are also required to provide assurances that parents, members of the community, and teachers participated in all phases of planning, implementation, and evaluation of the early childhood education program.

Adoption of Priority-Ranked Goals

Each district will complete procedures which will result in the following:

- Parent/community and school staff involvement in the identification of district educational goals
- Priority ranking of district goals
- Adoption of recommended educational goals by school trustees

Development of Program Objectives

Each district will complete procedures which will result in the following:

- Development of required program objectives stated in language that is concrete, unambiguous, and capable of measurement
- Stated objectives relative to pupil performance (including language, reading, arithmetic, and other areas of primary curriculum as specified in the *Policies*); staff development; and parent education

Development of District Plan

Each school district shall implement activities which result in the following:

- Establishment of a district advisory committee with advisory responsibilities to the governing board as follows:
  - Establishment of a time line for development of the district master plan
  - Assessment of districtwide needs on a school-by-school basis
  - Recommendation of schools to be included in each phase
  - Assurance that each school plan resulted from appropriate involvement of parents, teachers, and community as legally defined
- Completion of an approved master plan with provisions for a developmental time line, needs assessment, school selection, and required legal assurances

Design of District Phase-in Plan

Each school district's master plan shall provide for the following:

- Inclusion of schools serving approximately 12 percent of the district's kindergarten through grade three population in the early childhood education program in the 1973-74 school year, with approximately 8 percent more of the kindergarten through grade three population in the 1974-75 school year
- Inclusion of all schools in the early childhood education program by the 1978-79 school year
- A minimum of one-half of the schools chosen for inclusion in any one year serving pupils of greatest need
- Inclusion of the following:
  - Approximately 12 percent of kindergarten through grade three population in districts of 10,000 or more a.d.a.
  - All of kindergarten through grade three population in one-school districts if the group numbers 500 or fewer
  - At least 25 percent of kindergarten through grade three population in a four-school district

Assurances

School districts shall utilize planning procedures in the design of district early childhood education master plans and school programs which provide for the thorough inclusion of parents, community, and teachers in all stages of planning, approval, and implementation of the plan; evaluation and modification of the program; and classroom instructional activities.

School-Level Planning

The California Legislature has asked each school to plan and implement its own individual early childhood education program. Each school should form a parent advisory group or committee which will be directly involved in all phases of planning and implementation of the program. The State Board of Education cannot approve any plan which has not had active parent participation in all phases of the program.

Each school is required to perform a comprehensive needs assessment which is to be stated in terms of the difference between what is and what ought to be. This needs assessment is to be conducted relative to early childhood education with children in kindergarten through grade three as the target population.

After the needs assessment each school shall formulate learner performance objectives which relate to a set of goals. The district-adopted goals may be used by the school, but the individual school may wish to rearrange the goals in terms of priority.

Parent Involvement

Organizational and planning procedures at the school level shall result in comprehensive and effective parent participation in all aspects of the early childhood education program, including the following:

- Membership (as a simple majority) on the school advisory committee
- Direct involvement as aides and assistants in classroom instruction
- Assistance in program planning and evaluation
- Involvement in parent education
- Involvement in the school's decision-making process
- Cooperation with teachers in developing the learning process and its subject matter
- Cooperation in increasing continuity in learning activities between the school and home

Assessment of Educational Needs

A district survey at the local school level, accompanied by comprehensive district planning, will result in the following:

- Identification of the current status of the following:

- Child population in kindergarten through grade three (including numbers of pupils and families represented, ethnicity, native language, and bilingual-crosscultural aspects) (Reference is made to needs assessment in the policies adopted by the State Board of Education.)
- Child population, infancy to kindergarten, being served by categorical funds
- Needs of children for health services and social services
- Program emphasis on individualized, diagnostic approach
- Staff development and training program
- Parent and community involvement in program evaluation
- District resources
- Categorical resources
- Other physical, financial, and human resources
- Availability of parent education classes
- Identification of desired levels of achievement or status in each of the above areas
- Statement of the discrepencies existing in each of the above areas between current and desired status
- Direct involvement of parents, teachers, and the community in the total needs assessment

Establishment of Instructional Objectives

Each school should develop performance objectives for the following:

- Language development
- Reading
- Arithmetic
- Other areas as specified in State Board policy

Program Planning

After the establishment of district-level goals, the individual school submitting an early childhood education plan is required to perform a school-level needs assessment. A parent advisory group will become an integral part of this activity. Once the needs assessment has been completed, schools will establish school-level goals and objectives relative to early childhood education. The next step is the development of plans for programs designed to meet the objectives, thereby meeting the identified needs of children.

The passage of Senate Bill 1302 required certain changes in the California Education Code. These changes, placing definite requirements on schools seeking funds for the development and implementation of early childhood education programs, reflect planning and implementation requirements which are detailed in this section. Although definite requirements exist to which the individual school must address itself, planning should reflect the unique conditions and desires of the community which the local school serves. School-level plans will probably differ in approach, but all plans will take into consideration those things required by law.

Individualized Approach to Learning

Early childhood education plans must provide for the individual child's immediate array of needs. In addition, assurance must be given that continuous individual needs will be met from the ages of four through eight years. This total plan will feature individual school goals and objectives, criterion-referenced measures, and continuous attention to student program needs. The program must include both the cognitive and affective areas of learning. The diagnosis of learner needs must emphasize learning modalities and the social, language, and health needs of each child. Instructional resources made available to meet prescriptions for each child must be consistent with the diagnosed needs. Resources include funding translated into staff skills, consultants, materials, and equipment. Prescription means meeting the needs of every child.

The approach designed should be one which would develop, in each student who is allowed to progress from one learning experience or level to the next, minimal acceptable capabilities in at least the following areas:

- Communication skills
- Computational skills
- Social skills (deportment, attendance, citizenship, and so forth)
- Intercultural understanding (relationships)

The plan submitted for each school should contain a detailed account (major steps involved) of how the school will proceed to provide for any or all of the following elements:

- Restructuring of the primary grades, including the following provisions:
  - Help for each learner to progress at a rate commensurate with his ability
  - Variety of teaching methods, such as instructional teams, small-group interactions with parents or aides, independent learning centers, and so forth

Multiage, multicultural mix
Utilization of a wide range of resources available for instruction
Establishment of learner performance objectives to ensure competency level in required subject content areas
Instructional program to utilize the learner's strengths and provide for his weaknesses so that each instructional step is successful
Establishment of diagnostic procedures followed by learner prescriptions based upon the diagnostic findings for each individual child

Parent and Community Involvement

Individual schools are required to develop comprehensive plans for their early childhood education programs and submit the plans to the State Department of Education for approval. Each school is required further to include parents, members of the community, and teachers in all phases of planning. The planning committee, which must include the above membership, must be included in all phases of approval and implementation of the plans and program. The intent of the Legislature is that schools rely on the relevant input of parents and community members and that an interchange of ideas take place between school personnel and those they serve. Involvement by parents requires that they play an active role in making decisions with the instructional staff that will affect their child's school experiences. The individual school's plans for evaluation must include an assessment of parent reactions, attitudes, and opinions.

Information about programs for early childhood education should be disseminated in a language appropriate to the various segments of the community population. The encouragement of community participation and reaction to the school's program are of prime importance in effective dissemination of information.

Each school plan should contain a detail of the procedures which will be followed to provide for the following:

Inclusion of parents in all phases of planning, approval, and implementation of the early childhood education program for that school
Utilization of parents in the assessment and ongoing evaluation of their children in the program
Dissemination of program information to the community in a language which communicates to all segments of that particular community

Note: Members of the community who are not parents may also be encouraged to participate in the early childhood education program.

Learning Environment

The early childhood education program for individual schools should feature those aspects which will make a child's transition from primary grades to later schooling and activities comfortable and without apprehension. To accomplish this, school plans must feature the methods and means for involving children from various age levels in joint activities without grade-level stigmas becoming barriers to successful participation. Children in early childhood education programs should be permitted to take advantage of all learning experiences appropriate to their individual needs and should not be isolated for reasons that pertain to individual handicaps.

Training of School Staff

The early childhood education programs will feature many exemplary approaches designed to meet the needs of learner target populations peculiar to individual schools. School staffs must be thoroughly trained to meet the responsibilities required by restructured early childhood education programs. These requirements will be identified from a careful analysis of what is needed to implement and operate programs that will feature multiple age groups, instructional teams, counseling and guidance, health and nutrition, parent participation, classroom aides, and many other learner-oriented features. Plans should incorporate provisions for increasing staff competency not only in content areas but also in the social, psychological, and physical aspects of early childhood education.

The plan should include a detail of the steps and procedures which will be followed to provide for the following:

Identification of the areas of teacher and staff competency required to meet the identified needs of the children
Assessment of the degree of teacher and staff competency in the areas identified
Upgrading of each teacher and staff member to the required level of competency

Training of Auxiliary Staff

To implement and administer early childhood education programs, schools must plan to train and coordinate the services of auxiliary staffs. These

staffs will be trained and organized in the areas of health, nutrition, custodial and tutorial work, and administration to ensure learner success in school. The program must be designed to ensure maximum services from both professional and paraprofessional staffs. Each program will establish selection criteria for the recruitment of school aides at a variety of age levels from all segments of the community. These aides should receive inservice skill training to make them a functional part of the school program in relation to needs of the target population.

The plan should include in detail the steps and procedures to be followed to provide for the following:

- The kinds and extent of surveys to be conducted in determining the health and nutrition, social, and psychological services required to meet the needs of the children being served
- Determination of the kinds and numbers of aides or auxiliary personnel required to provide the services
- Recruitment of aides or auxiliary staff to meet the required adult/pupil ratio of approximately 1:10
- Training of this staff to bring them to the point of operational competency

Parent Education

The plan should describe the steps and procedures to be followed in providing for the following:

- Desires and needs of the parents
- Determination of where and how to offer parent education programs to reach the greatest number of parents
- Instruction required to bring parents to the point where they can assist the classroom teachers in the education of children in the classroom and at home
- Information on the educational offerings available to parents and other eligible adults

Articulation

Many communities that will have early childhood education programs also currently have preschool and child care programs. Children will arrive at the school with experiences in programs such as Head Start, private nursery school programs, and migrant programs. Special note should be made of all these experiences as a basis for placement in the public school program. Each school operating an early childhood education program has to establish thorough assessment programs for the child who enters the program for the first time from both public and private schools and to develop articulation with parents and staff.

The plan should describe the following:

- How all existing preschool and child care programs are being coordinated in the restructured kindergarten through grade three program
- How each child will be assessed for placement in the early childhood education program
- How the programs at each early childhood school, if already served by Miller-Unruh reading specialists teachers, will articulate with such programs (See Education Code Section 6445.14 and *Policies for Early Childhood Education.*[2])
- What plans will be formulated for the articulation of the early childhood education program with the fourth grade to ensure continued learner success with a minimum of frustration for both learner and teacher

Management Design

Legislative provisions require that each participating school district utilize fiscal management procedures which will permit documentation that funds are allocated within the district to approved schools; that district expenditures for the initial early childhood program are comparable to those for other district programs in early childhood or in kindergarten through grade three; and that the numbers of pupils demonstrating educational need are clearly identified.

Fiscal Management

Management procedures adopted by school districts should ensure absolute compliance with the legislative provisions set forth for early childhood education programs, including documentation of the following:

- Comparability of district expenditures for the early childhood program with the regular program for kindergarten through grade three
- Comparability of district expenditures for the early childhood program with costs and expenditures for other early childhood expenditures within the district
- Number of pupils qualifying for additional aid because of demonstrated educational need
- Allocation of at least one-half of the early childhood funds in the initial phases to children within the district who have the greatest educational need

[2] *Policies for Early Childhood Education.* Prepared under the direction of H. Glenn Davis, Program Manager, Early Childhood Education, Sacramento: California State Department of Education, 1973.

Information Processing and Reporting Procedures

The State Department of Education provides forms which enable districts to submit regular reports which will (1) document the expenditure of funds for early childhood programs for the purposes intended; and (2) permit an assessment of the results secured from program implementation and pupil achievement.

Each school district shall develop procedures for gathering, interpreting, and reporting information which require minimum staff time and ensure maximum accuracy in verification of program results. This system will permit the completion of required reports to the State Department of Education on the forms provided concerning the fiscal expenditures, the degree and success of program implementation, and the quantitative estimate of pupil progress.

Evaluation Design

Early childhood programs are designed to encourage the restructuring of kindergarten and primary programs and to result in children completing the primary level of education with levels or skill in language development, reading, and mathematics which will ensure continued success in educational experiences.

Pupil Progress and Program Results Assessment

To monitor the accomplishment of the stated goals, school districts are required to establish at the school level an evaluation system for making accurate assessments of pupil progress and program results.

The procedures and activities implemented by the school evaluation committee should result in the compilation of data which will support conclusions concerning pupil progress in the following:

- Kindergarten language development and readiness skills for reading and mathematics
- Competence in primary language development, reading, and mathematics
- General cognitive skills
- Affective development
- Psychomotor development

Additionally, compiled data should support conclusions concerning program results in all areas of activity related to program objectives, including the following areas:

- Pupil health
- Staff development
- Parent participation
- Parent education
- Program fiscal management

Program Implementation Assessment

The district evaluation committee will be concerned with determining the degree to which program implementation is effective and is occurring in accordance with program design and legislative intent. Accordingly, reporting and monitoring techniques will be designed to assess the effectiveness and appropriateness of program activities, the extent to which implementation occurs on schedule, the adequacy of available resources, the comprehensiveness of planning, and other areas of program management.

The program status assessment of the early childhood education program is concerned with the assessment of management effectiveness. Appropriate processing of information and techniques for monitoring will enable the evaluation committee to report to the district board of education the following:

- Extent to which major program functions were accomplished
- Changes or benefits resulting from the accomplishment of major functions
- Extent to which implementation activities were compatible with program design

Organization, Curriculum, and Instruction

It is important to emphasize that, by law, programs must focus on an instructional endeavor which aims to give all children, by the end of the third grade, command of the basic skills in reading, language, and mathematics sufficient to succeed in their future schooling and in life. The basic instructional components, therefore, are readiness for and instruction in (1) reading and language development; and (2) mathematics. Instructional components shall also include other subject areas such as social studies, science, health, physical education, music, and art as a means of desirable language development. The purpose is to provide a comprehensive learning environment for primary children and to ensure balance in the curriculum. Emphasis on readiness experiences and subsequent teaching of language, reading, and mathematics does not preclude offering a desirable total curriculum appropriate to the ages and maturity of the children to be served by this program.

In the planning for the restructure and revitalization of the educational program for children in kindergarten through grade three, a number of questions for thoughtful consideration are presented here.

Organization of the Early Childhood Education Program

Questions which relate to the organization of the early childhood education program include the following:

- What things need to be considered in a comprehensive restructuring of kindergarten through third grade if the school is going to meet the unique needs, talents, interests, and abilities of each child?
- What are the principles of child growth and development which relate to children five through eight years of age?
- What ways of reorganizing the existing kindergarten through grade three patterns would be more responsive to the individual differences of the children within the kindergarten through grade three age span?
- What combination of multiage mix, an ungraded approach, team teaching, or flexible grouping has been considered?
- What alternative patterns of organization are needed to meet varying requirements of the kindergarten through grade three pupils and their parents? What options might be considered?
- How can the ideas for restructuring be related to an open-plan primary school with modern facilities?
- How can the ideas for restructuring be accommodated in a self-contained classroom in an older building?
- What effect does the size of the kindergarten through grade three population have on the restructuring ideas?
- What elements of organization exist in the present kindergarten through grade three system which operate to prevent or deter a child's continuous progress?
- Which if any of these deterring elements are related to existing provisions of the Education Code? If desired, has a request been considered for a waiver of those provisions in the early childhood education plan?
- How can one make sure that the curriculum is actually individualized and is not merely providing for varying the rate at which students progress through a set, uniform curriculum?
- What if any modifications of the present kindergarten through grade three physical environment (buildings, grounds, and so forth) are necessary or desirable to facilitate reaching goals or making the environment more aesthetically appealing?
- What frequency of daily/weekly classroom activities, staff meetings, and so forth will facilitate the restructuring of the kindergarten through grade three program?
- What should be considered in establishing an adult/pupil ratio of approximately 1:10?

- What kinds of staffing patterns would be workable and meet the needs in a particular school?
- What will be the duties and responsibilities of the teachers, aides, parents, and other community volunteers, cross-age tutors, and older students?
- What will be the requirements for the various staffing levels? For example, any teaching credential authorizing the holder to teach kindergarten through grade three is legal; however, one may wish to specify certain demonstrated competencies, or a background of training and experience at the primary level for certificated personnel, or training and experience for aides, and so forth.
- How, when pupils come from non-English-speaking families, can bilingual staff members who speak the native language(s) of those pupils be recruited?
- How can community resource people be used to supplement staff skills and interests?
- What plans are needed to recruit and coordinate the efforts of volunteers in the school community, including parents, other community persons, and students from high schools and colleges?

Early Childhood Education Curriculum

Questions relating to curriculum include the following:

- What is the kindergarten through grade three curriculum in the school?
- What changes are needed to provide for the individual differences identified among the kindergarten through grade three children at the school?
- How are state textbooks allocated to the kindergarten through grade three population at present? If changes are needed, has a request for a waiver of existing regulations been considered?
- How is the present curriculum appropriate for the socioeconomic, ethnic, and cultural diversity within the kindergarten through grade three population?
- How does the present curriculum provide for the diverse abilities and learning rates of the kindergarten through grade three children served?
- How can one ensure a desirable balance in the primary curriculum, including music, art, social studies, science, health, and movement exploration in the face of mandated emphasis on reading, language, and mathematics?
- How can the program enhance the development of a child's sense of self-worth and well-being, offering many different avenues for him to achieve a feeling of success and accomplishment?
- Has flexible temporary grouping in terms of needs or interests instead of ability groups been considered?
- How can children be helped to understand, accept, and manage their own emotions, to consider the feelings of others, and to develop a sense of trust in their peers and in adults?
- How can the restructured program provide for the development of self-discipline and independence?
- What ways have been identified for helping children acquire social and interpersonal skills, such as learning how to make friends, how to work out differences of opinion, how to work and plan together, or how to relate to adults?
- What kinds of experiences might be provided in your program to encourage children's creativity?

Assessment of the Early Childhood Education Program

Assessment, a broader term than *diagnosis*, is used to embrace both the technical information obtainable by various kinds of diagnostic tests and the very important information from observations made by parents, teachers, and other staff members. Keyed to program objectives, both kinds of data complement each other to yield desirable information regarding a child's progress. Assessment comprises initial diagnosis, continuous appraisal and reappraisal, and the measuring or testing of desired skills. In assessment, attention should be directed to the following areas:

Cognitive: language, numeration, visual perception, auditory discrimination

Affective: interests and attitudes, habits, self-confidence

Psychomotor: body awareness, spatial awareness, manipulation of materials, locomotor skills

Social: work and play with others, self-control, cooperation

Health: nutrition, vision; dental, physical, and mental health

Questions relating to assessment of the program include the following:

- How are the needs and strengths of the children in kindergarten determined and recorded now?
- What changes need to be made?
- What additional information is needed?
- How can one secure necessary information and developmental history from parents, pediatricians (with parent approval), or preschool or child care programs to aid in the initial assessment of pupils?
- How, in the initial assessment of children, can any of the desired background information be obtained in the preenrollment period?
- How can one ensure that initial assessment is completed early enough to provide essential baseline data?
- Who will be responsible for the various kinds and stages of assessment? Who will act as test experts and diagnosticians if needed? How will teacher instruction be provided if needed?
- Who will analyze the data?
- Have ways been considered in which pupils may have an important voice in self-assessment, self-evaluation, and personal decision making?

Prescription for Learning

Children learn in various ways by utilizing all the senses. This diversity requires a variety of well-organized and effective instructional materials and methods. The initial prescription is merely a beginning strategy devised by a competent professional on behalf of a child about whom a great deal is yet to be learned. Regular observation of the child's behavior, attitudes, and schoolwork may require frequent modification of the initial prescription. In the development of a prescription for learning, attention should be directed to the following:

- Who will be responsible for selecting, from among all the instructional alternatives available, the initial prescription for each child that best relates to his diagnostic data, interests, and so forth?
- How can the initial prescription be recorded so that it can be communicated to staff, parents, and children?
- What learning materials, systems, or experiences are to be included in the curriculum initially?
- What provision can be made for the evaluation and inclusion of new or different items as the program progresses?
- Who will be responsible for observing student progress, achievement, behavior, or attitude and maintaining records of observations?
- How will recordkeeping be organized to make information easily and readily available?
- Who will be responsible for making prescriptive adjustments on the basis of recorded data?
- Who will regularly review the recorded data and prescriptive adjustments to determine the degree to which the child is achieving his personalized objectives?

Motivation of the Pupil

Through individual recordkeeping and regular prescriptive adjustment, children can be appropriately directed with regard to new learning materials and experiences. Learning options designed to be challenging enough yet not so difficult as to cause undue stress or anxiety will support development of a successful self-concept. Such feelings of success lead inevitably to intrinsic motivation—to willingness to dare and to risk. Questions to be considered in this matter include the following:

- What provision will be made to reinforce successful experiences for the learners?
- What motivating and reinforcing techniques will be used?

Management of Instruction

In a consideration of the management of instruction, attention should be directed to the following areas:

- How will the learning environment be organized and how will activities designed to implement program objectives be scheduled?
- What provision will be made for large-group, small-group, and individual instruction?
- How will feedback from pupils and parents about school effectiveness be used to reinforce strong points of the program or bring about program change and improvement?
- How do present regulations for reporting attendance allow for ungraded or multiage organization? How should the regulations be modified if allowance is not provided?

Task Force Recommendations

Recommendations of the Task Force on Early Childhood Education relating to the curriculum in reading and language are as follows:

The task force agrees with Wilson Riles that children should have acquired the basic tool of learning by the time they leave the primary school. There should be a planned sequence of experiences to develop each child's skills to the utmost of his ability so that he has sufficient command of the areas of reading, language, and numbers to progress to more advanced levels of cognition. This implies that the specific skills must be so defined that each child's level of development in the spiral can be assessed and reassessed whenever necessary. Instruction can then be continually modified to keep pace with the child's attainments and needs.

The curriculum should not be merely a description of predetermined tasks to be learned; rather, it should be aimed at developing the full range of each child's abilities, including cognitive skills, ways of finding and using information, perceptual ability, motor skills, social skills, and affective sensitivity. The specifics in each area would, of course, depend on the diagnosed needs of individuals and groups.

Reading and Language Skills

Adequate mastery of skills in the reading-language area is essential to progress in school. Emphasis must be placed on language development that is appropriate with respect to the immediate needs of young children and basic to further learning. A word of caution is necessary here, however; all this must be accomplished without anxiety-producing pressure. Children should begin to move into reading, for example, on a self-selective basis.

The large amount of research evidence that is now available in the language area should be utilized to make instruction of primary children more effective than it is at present. On the basis of this evidence, the task force believes the following should be implemented:

1. Oral language enrichment activities deserve strong emphasis, particularly with children from culturally different backgrounds. In this manner a language base can be established for the development of reading and writing skills. Oral language development founded on real experiences should provide the basis for reading and for written language development in the integrated language skills curriculum.
2. Attention should be given to the nature of the written language material used in early reading instruction and the appropriateness of this material to the child's oral language style. Efforts should also be made to represent the child's oral language in written form with very little teacher editing. In this way the child comes to understand the relationship between speech and writing as a basis for reading instruction.
3. Particular emphasis should be focused on the inner-city child who speaks a nonstandard dialect. While there is agreement among linguists and educators that the nonstandard speaker should learn the "prestige" dialect, there is a great danger in "overcorrecting" a child at too early an age and thereby inhibiting his growth and development in the use of oral language. Expert opinion is that, in general, it is more appropriate to defer the emphasis on standard dialect until the upper grades.
4. The decoding process should be viewed as establishing an understanding of the sound-symbol relationship.[1] The teacher should be aware of the various elements in decoding and should try to match each child's learning style with the approach that is right for him. There is expert opinion, too, to the effect that the peak period for establishing the "mental set" necessary to perceive and accept the phoneme-grapheme relationship comes early, perhaps even before the age of four. Teachers should take this early readiness into account and capitalize on it.
5. Words are most effectively decoded and understood in context. The classroom teacher should thus be aware of the importance of introducing new vocabulary in context, from the standpoint of both decoding and clarifying word meaning.
6. Careful consideration should be given to the child's concept development in relation to his direct experiences. To help children learn to communicate successfully, the teacher should attempt to develop and expand concepts through concrete experiences in the classroom and on study trips. He should also show children how words convey different meanings in a variety of oral and written sentence contexts. In fact, adequate concept development demands an integration of all aspects of the primary curriculum, including spatial and numerical relationships, since mathematics, too, is a system of language. Children express themselves in many ways. They should be encouraged to scribble, paint, draw, sing, move, speak, and write naturally and spontaneously. For the child, these are all beginning forms of communication.
7. The teacher should focus on language difficulties that impair children's reading and listening comprehension and clarity of oral and written expression. This will require consideration of those principles of simple structural grammar, such as word order and substitution, that can contribute to the language development of primary children. The teacher should base each child's reading-language program on his specific reading-language needs and interests, as determined through informal evaluation.

[1] Jeanne Chall, *Learning to Read: The Great Debate*. New York: McGraw-Hill Book Company, 1967, pp. 13-52.

8. Listening comprehension skills can be taught and would seem to enhance reading comprehension skills. It is essential to take this fact into consideration in the instructional program if the child is to obtain maximum benefit from the language environment that surrounds him.[2]

Mathematics Skills

For children to develop skill in mathematics, attention should first be paid to providing a rich environment of mathematical readiness, including many opportunities for children to touch, handle, count, weigh, measure, and estimate size, shape, or number of a multitude of ordinary things. Experience is the basis for all learning. Nowhere is this fact more essential than in mathematics learning in which quantitative experience is necessary for concept development, and accurate mathematical concepts are basic to the acquisition of number skills.

However, once meaning has been established, enough emphasis should be placed on number operations and computation skills so that children develop skill and accuracy in fundamental arithmetic processes. After children understand an arithmetic process, such as regrouping or borrowing in subtraction, for example, real competence in subtraction comes only with well-directed, motivated practice carefully monitored by trained staff. This principle—of understanding before drill—applies to the teaching of all computational skills in the primary grades.

[2] *Report of the Task Force on Early Childhood Education.* Sacramento: California State Department of Education, 1972, pp. 21-24.

Parent Education

Parent education is a required component of an early childhood education program. It is a continuing educational program and process which (1) relates to understanding growth and development in the early childhood years; and (2) reinforces the concept of cooperative responsibility on the part of home, school, and community.

The goal of parent education is that parents (1) will acquire more knowledge and understanding of children; and (2) will gain increased skill in guiding children toward healthy development and in facilitating their competence in learning. These increased understandings and skills will help enrich, supplement, and reinforce the educational growth of each child.

Parents of the children in kindergarten through grade three and all other adults who work with any existing state preschool, Head Start, children's center, or other child care programs should be included in the parent education offerings developed under this program.

It is essential that effective communication be established to inform and encourage parents and other eligible adults about the parent education program and its benefits, including multilingual communication when needed, to reach the non-English-speaking adult.

Purposes of Parent Education

Each participating school must have a parent education program. This program should offer an opportunity for parents to do the following:

- Learn more about growth and development, especially growth in the early years.
- Acquire understanding of the early childhood education program, including its rationale and procedures.
- Become an integral part of, and an equal partner in, the educational process.
- Learn about and compare child rearing practices in various settings and cultures to improve understanding of effective child rearing.
- Gain skills for effective participation in the classroom.
- Enhance motivation, knowledge, and skills for extending the child's learning at home.
- Understand themselves better and the importance of the roles they assume.
- Increase their self-confidence as parents.
- Understand the physical potentialities and limitations of children.
- Understand how to prevent mental and emotional illness.

Parents are the earliest teachers of children and are usually the most influential teachers in a child's life. The continuing, informed, and active participation of parents is a vital force in the early learning experiences of children. What the parents teach consciously and by example, or fail to teach, will depend upon their backgrounds of knowledge and experience. Parent education and parent involvement are closely related. Each reinforces and adds depth to the other.

Just as the early childhood education plan emphasizes individualized pupil instruction, so the parent education program should meet the individual needs of parents as much as possible. A well-designed parent education program will strengthen the efforts of home, school, and community to reach program objectives.

Ways of Providing Parent Education

Seminars or workshops for parent education can be provided through adult education, continuing education, or extension programs established under the auspices of unified, high school, or community college districts, or by a college or university. Private industry also offers some systems and training. Parent education can be provided on a less formal basis by skilled, sensitive staff working within a given school. All parent education should be offered on a regular basis.

Part of the funds allocated to the early childhood education program may be used to supplement adult education funds to provide for small-group instruction and to offer other approaches to parent education. The feasibility of mobile classrooms might be considered.

Parent education classes. These classes are commonly sponsored by adult education or extension programs. Such classes can be tailored to the specific needs of any early childhood group. Content should be based on the needs and interests of the particular community of parents. The size of an adult education class is a matter for district decision. In general, parent education classes are more effective when they are small and allow for group discussion and interaction.

Parent participation classes. These classes might be conducted for the parents of a single primary class or group of classes. In such classes the parents, after a period of orientation, work directly with children in the classroom under the guidance of a teacher skilled in working with both children and adults. A specified period of time each week is spent in a teacher-parent discussion of teaching/learning approaches and the developmental needs and strengths of children. An evaluation is made of individual parent work.

Guided observation of children in the classroom. This method provides visual reinforcement of the teaching/learning activity. As parents observe a group of children in action, they need to be given orientation; that is, an opportunity to know what they are observing and what they should watch for. They should have opportunities afterwards to discuss observations, raise questions, and be helped to find answers.

Small-group meetings. Small-group meetings in homes and other neighborhood locations can often reach some parents more effectively than a large-group meeting or printed pamphlet can. Talking around the table in a neighbor's kitchen, for example, can permit a participant to express feelings and attitudes freely.

Workshops. Parents and school staff together will benefit from workshop sessions, especially in observing demonstrations, participating, and producing teaching devices for home and school.

Informational meetings. Lectures, film forums, panels, and symposiums may be established by the school on a volunteer or informal basis or under the adult education program. Discussions should be led by skilled persons.

Parent-teacher conferences. Parent-teacher conferences can be both formal and informal. Both are needed. Informal, casual meetings are excellent beginnings for a more formal conference. The content of the most effective conference is related to the objectives of the program for parents and children.

Home visits. Home visits can be used both for parent-teacher conferences and as a way of providing instruction or demonstration in educational home activity. A home visit is a professional function to be used for the purpose of reaching program goals.

Informational materials. These materials should be a part of every parent education component. The development of a school-parent lending library containing books and pamphlets will be of much value to some parents. Many parent-teacher association units have started and continued such libraries in the last two decades, and a nucleus of books may be found in some schools. Media presentations may be preferred, such as those presented through various audiovisual media, educational television programs, or radio programs. Publications, newsletters, and individual correspondence might also be considered to supplement group parent programs.

Parent education can be provided in many different ways. It can be information giving—a discussion of teaching and learning—or a one-to-one analysis of how parent and classroom teacher can increase their ability to work effectively with a child. Innovation and creativity in creating new formats for effective teaching and learning are to be encouraged. Knowledge gained from new research should be incorporated whenever such is appropriate.

When utilized, classes should be scheduled on a regular basis at the nearest local school, not in a central location. When children attend schools geographically distant from their neighborhood, parent education programs should be brought to the parent.

At least three to five of the different approaches to parent education discussed are urged for the school and district plan.

Selection of Parent Education Staff

Persons who will conduct the parent education program should be selected with great care. Those responsible for parent education might be credentialed parent educators, parents, paraprofessionals, district or county staff members, or professionals in the fields of health, psychology, or social work. The local adult school probably is a resource for well-trained parent education and parent participation teachers who have had years of experience in this field. This resource for providing parent education, as well as for training early childhood staff to work with parents, is valuable.

The qualifications for a teacher of parents should be far more than the academic minimums set by regulation. Equally important to the academic background of the persons selected is a background of experience working with young children and adults.

Parent educators who can provide more than marginal service in parent education are persons who have extensive knowledge of children and human behavior, perceive the task as encompassing far more than academic work, and perceive parent education as a two-way process between parent and teacher. They should have warm, personal qualities such as those needed by teachers in the children's program; and they should understand the culture of the community served by the school, be able to communicate effectively with adults, and be willing to continue learning from parents, children, and other teachers as well as from further study.

For informal offerings, consideration might be given to persons who lack academic requirements for a credential but who have unusual understanding of parents and have an ability to communicate or lead parents effectively in parent education.

Allocation of Resources to Parent Education

If any full-time teacher, counselor, or parent educator is assigned any part of parent education as his responsibility, he or she should be given sufficient time to achieve the stated objectives of the program.

If home visitations are a part of the parent education component, time for this activity should be allowed. If a team approach to parent education is to be utilized, perhaps by a combination of an adult education/parent education teacher and an early childhood teacher, time will be required for both planning and implementation. It is important for school officials to recognize time requirements in planning for the use of existing school staff.

Both the district plan and the individual school plan should provide for involvement of school and district nonteaching personnel—i.e., administrators, counselors, nurses, psychologists, social workers, and attendance officers—in pertinent phases of the parent education component.

Some administrators and teachers may still be uncertain of the benefits which can result from active participation in the parent education process. They will need help in understanding its potential impact. Therefore, it is recommended that administrative staff and teachers have at least one parent-education orientation session conducted under the direction of a qualified parent educator.

In districts with more than four schools participating in the early childhood education plan, one person should be designated as director or coordinator of parent education if one has not already been designated under the adult education program. That person should have the responsibility of developing a creative parent education program together with the advisory committees. This person might be a coordinator for the school district or the county.

Evaluation of the parent education program should be included in the total evaluation program.

Parent Participation

Although the primary responsibility for the child's development rests with the family, compulsory attendance at school transfers a considerable share of this responsibility to the school. Therefore, the school is obligated to recognize that because of this shared responsibility, parents should share in determining the direction and content of their children's schooling.

The early childhood education program must provide opportunities for parents to be directly involved in the formal education of their children in the classroom and the decision-making process. By law, parent participation must begin in the initial planning of each program and must extend through the implementation, evaluation, and necessary modifications of the program.

The growth and development of the preschool child reflects the home and family environment in which he has been reared. Recognition should be given to the diverse values and life-styles of the child's environment: the non-English-speaking and native speakers of English, rural and urban, poor and rich, and the migratory as well as permanent residents. The early childhood education plan should reflect these differences, allowing parents and community people to design appropriately for their children in their own specific setting according to their own needs, interests, desires, and capabilities. When the child begins school, the school environment becomes a powerful additional influence. To meet the unique needs and talents of each child, parents and school personnel should clearly understand and reinforce contributions made by each environment.

The program implementation suggestions presented here are intended (1) to clarify the roles of parents and the community in the early childhood education program; and (2) to facilitate parental involvement in the classroom and in the decision-making process as related to planning, implementation, evaluation, and modification of the programs. These recommendations are minimal and are not intended to reduce the level of participation in programs that may have surpassed them.

21

Definitions of Terms

The following definitions are provided for the purpose of common understanding and clarification:

Advisory committee: a group of individuals that serves as a resource to the district of the school, the superintendent, the board, or the principal. Advising in this sense means to inquire, inform, suggest, recommend, and evaluate. By law, the governing board of the school district is responsible for final decisions (Education Code Section 921).

Advisory committee functions include but are not limited to the following:

1. Participating in the decision-making process through involvement in the assessment of educational needs, the planning of the educational program, the definition of goals, and the evaluation of the early childhood education program
2. Facilitating communication among school, parents, and community
3. Informing and advising school staff regarding community conditions, aspirations, and goals
4. Assisting in providing support for school programs from parents, teachers, students, and community

Community representative: an adult who resides or works within the attendance area of the participating school and who is not a parent of a child currently enrolled in the school program nor a member of the staff of the participating school

Parent involvement: the parents of children potentially or currently enrolled in the early childhood education program who take an active part in the initial planning, implementation, evaluation, and modification of the program

Parent participation: parent activity in the classroom, working under staff supervision

Parent representative: an adult who is the natural parent, legal guardian, or other person who has the primary responsibility for the maintenance and welfare of a child who is a potential or current

enrollee in the early childhood education program and is not a paid employee of the school district if on the district advisory committee nor a paid employee of the school

Program: a unique combination of personnel, facilities, equipment, and supplies which operate together according to a plan to accomplish common educational goals or objectives for the children and their parents

School community: all residents, taxpayers, students, parents, and school staff who live or work within the attendance area of a school that is participating in the early childhood education program

School staff: all paid employees and volunteers working in the early childhood education program

Parent Participation and the Advisory Committee

In each school district the active cooperation of parents, community, and teachers can aid the development of a plan for early childhood education that is consistent with state policies and meets the unique needs of the school population involved. Any assessment of needs should reflect ethnic and cultural preferences and racial and economic characteristics of each eligible school population.

State Board of Education policy requires the establishment of advisory committees as follows:

> The local governing board shall provide for the establishment of a district advisory committee with advisory responsibilities to the local governing board. The committee shall include broad representation of the local community, including parents of primary age children and economic and ethnic groups represented in the district population, as well as teachers, administrators, aides, support personnel, community service agencies, and the business community. Parents not employed by the district must compose a simple majority of the advisory committee, selected by an equitable representative process.
>
> If an advisory committee or council which substantially meets the requirements stated above is already functioning (such as for ESEA, Title I, or preschool), this existing advisory body may serve for early childhood education.
>
> The district advisory committee shall be responsible for a minimum of four specific tasks. These are to advise the district governing board regarding: (1) establishment of a time line for development of the district master plan; (2) districtwide needs assessment on a school-by-school basis; (3) establishment of district program goals and objectives; and (4) recommendations as to which schools to include in each phase.[1]

[1] *Policies for Early Childhood Education.* Sacramento: California State Department of Education, 1973, p. 1.

Districts should make information, rules, and guidelines about the early childhood education program easily available to parents. This information should be written in the language(s) reflecting the ethnic makeup of the school-community.

The functions and responsibilities of the district advisory committee should be clearly defined and should be the result of open meetings, discussions, and goal-setting sessions conducted so that the participation of all segments of the school-communities will be encouraged.

School Advisory Committees

By law there must be established at every school participating in the early childhood education program a school advisory committee which will be involved in the initial planning of the early childhood education program at that school and in the implementation, evaluation, and modification of that program.

The functions and responsibilities of the school advisory committee must be clearly defined and formulated as the result of open meetings and discussions by the school-community and the elected parent representatives of the school committee. The membership and duties of the committee are described in Board policy as follows:

> This committee shall include broad representation of the parent population served by the school, including socioeconomic and ethnic groups represented in the school attendance area, as well as representation from teachers, aides, support personnel, administrators, and the community. Parents not employed by the local school must compose a simple majority of the advisory committee, selected by an equitable representative process. Parents of primary age children must be represented on the committee.
>
> If there is an existing local school committee, it may be utilized, provided the committee substantially meets the requirements stated above.
>
> The local school advisory committee is responsible for advising the principal and staff in developing a detailed master plan for the individual school and submitting the plan to the governing board for its consideration for inclusion in the district master plan.
>
> The local school advisory committee is also responsible to assure that technical evaluation advice has been sought during the program planning process to determine whether the evaluation process and instrument will adequately reflect the achievement of the program objectives.
>
> Each district applying for early childhood education funds under Education Code Section 6445 shall include *assurance* statements from the district governing board and the superintendent that each school plan was

developed with the appropriate involvement of parents, community, teachers, and administrators.

Any violation of Education Code Section 6445 discovered through an evaluation or audit process shall be considered grounds for denial of expansion of funds for the next planned phase of implementation within said district.[2]

At each school in the early childhood education program, parents and staff might jointly participate in making decisions about the early childhood education program as follows:

- Help develop the budget in accord with the formulas and allocations of funds for the early childhood education program at their school along with other categorical aid funds.
- Recruit and select volunteers for the local school program and make recommendations to the governing board regarding staff and administration for the early childhood education program.
- Be involved in determining the process for the direct involvement of parents in the classroom as paid employees, volunteers, and observers.
- Extend visitation privileges to parents of current and potential enrollees in the early childhood education program.
- Plan the evaluations and determine the need for modifications of the early childhood education program at the school and make recommendations for changes at any other level of school jurisdiction.
- Help develop parent education programs responsive to needs expressed by the parents themselves.
- Help develop preservice and inservice staff training programs so that parents, community, teachers, and administrators can learn about the early childhood education program together. A cohesive unit can be formed to work together to implement the program.

Aides and volunteers should be recruited from all segments of the school-community. It is recommended, however, that consideration be given to nonprofessional employment of parents of children potentially or currently enrolled in the early childhood education program. Early childhood education experience obtained as a volunteer should be given consideration in the assessment of qualifications for nonprofessional employment.

---

[2] *Policies for Early Childhood Education.* Sacramento: State Department of Education, 1973, pp. 1-2.

Health and Social Services

Every district submitting a master plan for early childhood education must include a health component which states the objectives, the activities leading to attainment of objectives, the sources and amount of funds allocated to this component, and the plan for evaluation. Health services are planned to help prevent, detect, and correct problems of the child's physical, mental, and emotional health. In addition, the social services component should be planned to assist families so that all participants in the new early childhood education program can reach their highest potential.

The school district should involve health and social service resource persons, in addition to parents and teachers, in developing these components. The assessment of health and related needs and methods of implementation should be a part of the master plan and the plan of each local school. The plan should present a comprehensive approach to the integration of basic education, health, and social services for children and their families.

Policy on Health and Social Services

Good health is considered a necessary prerequisite to successful living and learning. Methods should be described to ensure the optimum physical, emotional, and mental development of every child.

The challenge in the early childhood education plan is to design a viable and meaningful program which makes the best possible use of funds, facilities, and resources and stresses the prevention and correction of health problems. A team approach is required whereby the combined skills of health and social service professionals and paraprofessionals, school staff members, parents, volunteers, and other interested persons are used. Wherever available, the school nurse should be an integral part of the team. Personnel should be used at the level for which they are trained. When school personnel are to be responsible for a part of this program, they need to be allowed sufficient time for the assignment. Adequate standards shall be adhered to, however, and an optimum program should be the goal.

According to the Report of the Joint Commission on Mental Health of Children, parent education is most effective if it involves parents as participants. The report states, in part:

> Their adult status should place them in responsible, participating roles rather than in passive, dependent ones. It is time that professionals in the human services agencies adopted the basic principle of working in full partnership *with* parents rather than independently devising programs and services *for* parents and their children.[1]
>
> A child's mental health depends on the functioning of his own body, the state of his physical health, the health and well-being of his family, and the kind of home, neighborhood, and community in which he lives.[2]
>
> If we are to promote the mental health of our children and youth, . . . we need to concern ourselves with all aspects of the child's care and all aspects of the social systems in which he lives.[3]

Since the child's mental health depends to a large extent on that of his parents, it is important for the staff to recognize and build on the strengths of the family. As these strengths are acknowledged, the parent grows in self-confidence. As a result, the child benefits.

The success of the program will depend largely on the selection of staff members who have respect for individuals, sensitivity, flexibility, and the ability to listen and to communicate with parents from all walks of life. This kind of person can best help any child and parent, especially the fearful, hostile, timid, overconfident, or handicapped, in developing constructive peer and adult-child relationships. Children should not be segregated according to family income level. Plans should include an assessment of needs for all enrolled children and their families, and resources should be identified to meet these needs.

All early childhood education programs should have written health and social services policies

[1] *Crisis in Child Mental Health: Challenge for the 1970's.* Prepared by the Joint Commission on Mental Health of Children. New York: Harper and Row, 1970, p. 349.

[2] *Ibid*, p. 139.

[3] *Ibid*, p. 140.

available for inspection at any reasonable time. The director of the early childhood education program should designate an appropriate member of the staff who is responsible for the implementation of these policies. Every parent should be provided with a copy of the policies at the time of admission, and there should be a clear understanding that such policies are part of the program. Provisions must also be made for those families who speak little or no English.

Health Program

All early childhood education programs should provide for continuing health consultation from an appropriate community resource acceptable to the State Department of Public Health. The health consultant should assist in developing health policies and in keeping them current. A clear understanding should be had with parents that such a consultation service is part of the program.

Admission Requirements

The program administrators should secure information regarding the health history and current state of health of the child. Information should include his ability to participate in school and any special health needs. Such information might be included on "problem-oriented" records yielding a profile on the child and family. Health records include the following information:

1. Evidence of immunization appropriate to the child's age as required under Health and Safety Code sections 3380–3387, 3400–3407, and 3480–3488
2. Results of a tuberculin test within six months
3. Name, address, and phone number of physician or health resource responsible for ongoing health care of the child and the parent's signed authorization for necessary transportation and treatment of the child in an emergency (*Note:* Parents who subscribe to a religious faith practicing health by prayer or other spiritual means may be exempted from this requirement if they provide a signed statement which indicates their acceptance of full responsibility for the child's health.)
4. Name, address, and phone number of person authorized to accept responsibility for the child if an emergency occurs and parents cannot be contacted

If no health evaluation of the child has been made before admission or if no physician or health resource responsible for the ongoing health care of the child has been identified, personnel in the early childhood education program should assist the parent in obtaining the necessary service and in identifying an acceptable source of regular health care. The same responsibility occurs when immunization or tuberculin testing is needed.

Screening, Diagnosis, and Treatment

The Bureau of Maternal and Child Health of the California State Department of Public Health is developing program standards for early and periodic screening services. School districts participating in the early childhood education program should urge and assist all children eligible for health screening services to receive them; a plan should be submitted with the application to show how all children will receive the same level of assessment. Districts should describe their plan for screening, referrals, follow-up, outreach, record-keeping, and evaluation. Consideration should also be given to such needs as transportation and babysitting.

The early childhood education program should provide assistance to parents in obtaining health services needed by children. Whenever possible, health needs identified through screening or observation in the program should be taken care of by the child's regular physician or existing community resource. The program should provide for full utilization of all existing health resources and sources of funding, including titles IV-A, V, and XIX of the Social Security Act.

Medication should be administered only under the supervision of the program director and after the receipt of a written instruction from the prescribing physician and written authorization by parent or guardian as well as the physician. Medication should be adequately labeled and stored so that access by other than staff is prevented and its potency is protected. Records of administration of medication and authorizations shall be maintained in the health record of the child.

Civil Defense and Disaster Preparedness Plan

Section 560 of the California Administrative Code, Title 5, Education, requires that schools have a written civil defense and disaster preparedness plan for such emergencies as earthquake, fire, flood, or other disaster. The disaster plan should be discussed with parents of children in the program, and the written plan should be posted at the school.

Emergency Medical Care

All programs must have a specific plan for emergency care, including transportation and a written agreement with a medical source where emergency treatment can be obtained. When a staff member accompanies a child to the source of emergency care, he should stay with the child until the parent or his designee assumes responsibility for the child's care. Every parent should be provided with a copy of the emergency care plan at the time of admission, and the parents should be informed that such policies are part of the program.

Illness or Minor Injury

Health policies should make specific provisions for children suffering from an illness or minor injury. Provisions for the care of ill children and the health policies should be explained to the parent when the child is enrolled. Parents should be notified immediately when a child becomes ill or injured. If such children are to be excluded, the criteria for exclusion should be developed as part of the policies. Provision must also be made for isolation in a quiet area under frequent observation for a child who becomes ill or injured during the day until such time as the parent or other responsible person can come for him.

Health Education

A curriculum developed for health education of children, parents, staff, and community should be related to the overall health needs of the child. Included should be instruction in child growth and development, personal hygiene, dental health, physical health, mental health, preventive measures, nutrition, accident prevention, first aid, community resources, and environmental sanitation. Other instruction may be added. In the development of the health education program, specific reference should be made to the *Framework for Health Instruction in California Public Schools.*[4] A plan is to be included for the non-English-speaking child and parent. Specific objectives in terms of health knowledge and health behavior should be developed and measured at appropriate intervals in accord with an evaluation plan.

[4] *Framework for Health Instruction in California Public Schools, Kindergarten Through Grade Twelve.* Prepared by the Bureau of Health Education, Physical Education, Athletics, and Recreation. Sacramento: State Department of Education, 1970.

Social Services Program

The district should also describe its plan for social services integrated with parent education and involvement and with total staff training. These services may include, but are not to be limited to, counseling and guidance; referral to community resources; continuous evaluation of the child's progress; help with problems of neglect, abuse, unemployment, delinquency, and unsafe and hazardous living arrangements; family planning; out-of-home care; and homemaker services.

A coordinated and positive working relationship must be maintained with agencies providing social services. There must be documentation of social service and assurance that records will be confidential (Welfare and Institutions Code Section 10850).

Nutrition Education and Service

The child five to eight years old, and younger children if they are included in the program, should be provided experiences that will enable the child to identify the groups of foods and basic nutrients needed for optimum growth, development, and health.

The nutrition education program should be discussed, developed, and expanded through inservice education workshops for teachers, school administrators, school nutrition personnel, and other school staff members. Parent education classes in consumer problems and health education should include nutrition information so that an understanding may be gained of why certain foods are necessary and how nutritious meals can be purchased and prepared as inexpensively as possible.

Teaching aids, curriculum guides, and audio-visual materials should be utilized. As programs progress at the local level, additional teaching aids should be developed as needed.

If food service is provided, it is recommended that it consist of one complete meal served at noon which meets one-third of the child's recommended daily nutritional needs. Only foods contributing to the nutritional well-being of the child should be provided at school.

Districts with an average daily attendance of 10,000 or more should have, in addition to a director of nutrition education and services, a specialist in nutrition education and a specialist in food management. The nutrition educator will provide expertise in the development of the early childhood nutrition education program, coordinate nutrition education with school food service, and utilize available resources in the community. The

minimum educational requirement for the nutrition educator should include having studied advanced nutrition based on the prerequisites of biochemistry and physiology, an applied nutrition course, coursework in behavioral science, in curriculum development, in teaching methods and techniques, and in consumer problems. A bachelor's degree is acceptable although a master's degree or equivalent in education and experience would be desirable.

In districts of from 3,000 to 10,000 average daily attendance, the director of nutrition education and services, supported by qualified paraprofessionals, should coordinate nutrition education with school food service and utilize available nutrition resources in the community. In addition to the requirements listed for the nutrition educator, the minimum educational requirements for the director should include courses in food management.

In districts with less than 3,000 average daily attendance, a specialist in nutrition education and services at the county level should be available to provide expertise in the development of the early childhood nutrition education program, coordinate nutrition education with school food service, and provide assistance in obtaining available resources in the community. The minimum educational requirements for the director should be equivalent to, or exceed, those for the director at the district level.

If a nutrition educator is not available at the district or county level, a state-level specialist in nutrition education might perform the following services:

- Study, evaluate, and recommend nutrition education materials to be used in the classroom and in community instructional programs.
- Provide lists of available audiovisual materials and nutrition education curriculum guides.
- Provide lists for the district of available nutrition education resources provided by outside public agencies.

If food service facilities are limited or unavailable, the school district might either contract with another district to provide this service or secure prepared meals from private sources.

Staff Development and Inservice Education

A shift from traditional classroom work with children to continuous progress primary environments requires new knowledge and skills of all who participate in an early childhood education program. Work with children five to eight years old in a new structure that focuses upon individual needs and development requires new perspectives and orientation concerning the teaching-learning process.

Increased staff competence leads to better classroom management; more flexibility; increased probability of better teacher-parent and school-community relations; increased independence from the structures of traditional education (including a greater willingness to use what is functional in traditional educational practices); and greater willingness to increase one's breadth and depth of knowledge. All of these elements are critical to the success of the new primary school program.

Selection of Staff

Staff development begins with the selection of teachers. Alternatives which may be used in selecting an appropriate staff of teachers for an early childhood education program are the following:

- In a large district one procedure might be to declare all kindergarten through grade three positions vacant in the school submitting an early childhood education program plan and refill the positions from among teachers and principals eager to participate and well-qualified by experience and training.
- Another procedure for a large district might be to select, among equally eligible schools, a school where the principal and the greatest number of teachers have had experience and training in working with young children and are eager to participate.
- In smaller districts it may be necessary to offer reassignment to teachers who prefer not to participate or who are not qualified by experience or training. On the other hand, if such transfers are impossible, the district should make plans for the eventual retraining and participation of those teachers in order to qualify for early childhood education funding in the future.

Key Concepts for Early Childhood Education Programs

Concepts which should be considered in implementing early childhood education programs include the following:

- Inservice education needs should be assessed and planned by the school-community participants, including staff of feeder preschools and child care programs where possible.
- Opportunities for large-group, small-group, and individual inservice education should be provided.
- Inservice education should facilitate communication and cooperation among team members, children, parents, and the community. It should take place in or near the schools involved.
- Time should be provided for inservice education before the beginning of school and continuously throughout the year. Time should also be scheduled for team planning. Attention should be given to the use of regular school hours whenever possible rather than late afternoon, night, or Saturday.
- Adequate funds should be budgeted for inservice education.
- A wide variety of local resources should be utilized.
- *Staff* is defined as all persons who participate in the early childhood education program, including the school principal, parents, and auxiliary staff members.
- Inservice education should be concerned with forces which influence a child's development in all aspects (physical, social, cognitive, and affective) of culture and language. It should include learning styles and curriculum content (reading, language, mathematics, science, health, social studies, art, music, physical education, and the many subjects commonly taught in early childhood education). The

programs should also include instruction regarding teacher and staff roles, parents' role, and a variety of educational programs.

Inservice education should include the study of the cultures and languages represented in the school community.

Inservice education should facilitate career-ladder progress of participating aides, volunteers, and parents whenever appropriate.

Consideration might be given to cooperative efforts among neighboring schools, districts, or counties in arranging inservice education activities to meet the needs of the persons working in their early childhood education program.

Suggestions for Staff Development

In accordance with the size of the early childhood education program and number of schools participating, consideration might be given to including the following as members of the early childhood education team who may be expected to participate in inservice education:

Leaders: Administrators, early childhood education coordinators, consultants, child development specialists, credentialed teachers, parent advisory liaison coordinator

Teaching staff: Certified teacher, associate teacher, instructional aide, parent, volunteer, student teacher or intern in early childhood; students from high school, community college, college, or university

Auxiliary staff: Nurse, school phychologist, social worker, speech therapist, resource teacher, secretaries, custodians, bus driver, cook, participating parents, others

Advisory members: Parents, community members, representatives of organizations, churches, businesses, library, recreation programs

Staff selected for the implementation of an early childhood education program should be well qualified. Recommendations to be considered are the following:

Certificated teachers must hold a valid credential. In addition, they should have had successful experience teaching children ages five through eight years. Three years of experience are recommended.

Associate teachers should have approximately two years of college and/or experience in teaching young children through the authorization of a children's center permit or equivalent certificate. Three years of experience are recommended.

Leaders and/or coordinators should have had experience at the early childhood education level at least equal tc that of the certificated teachers.

Aides should meet the criteria and standards set by the school advisory committee.

Student teachers and interns must be under the supervision of cooperating college supervisory staff.

Staff members should demonstrate their interest and commitment to early childhood education by participating in appropriate inservice education programs.

The role of each staff member should be defined in the local school plan. For every 30 children the district should employ one certificated classroom teacher who should have volunteer and paraprofessional assistance. The staffing pattern should be such that the adult/pupil ratio should be no less than 1:10. A combination of paid aides, parents, and volunteers from a variety of sources to work under the direction of the teacher may form the adult staff.

When the early childhood education program includes children whose primary language is not English, the district must seek staff members who speak the language of those pupils and parents.

Suggestions for Inservice Education

The purpose of the inservice education should be to develop, maintain, and upgrade an educational program for teachers and staff, kindergarten through grade three, so that they may meet the needs, talents, interests, and abilities of each child more fully. It should further develop increased competencies in the instructional skills necessary for the child's successful achievement later in school subjects such as reading, language, and mathematics and enhance and develop those interpersonal skills necessary for working effectively with children and adults.

Personnel responsible for development of the early childhood education program should consider the following:

Adequate funds to implement a new early childhood education program should be budgeted for inservice education. Since funds are necessarily somewhat limited, cooperative efforts for this aspect of the program might be explored.

A school implementing an early childhood education program should provide a process by which the total early childhood education team may assess and plan for the kindergarten through grade three inservice education needs. Local representation from ethnic groups in proportion to that of the local school enrollment should assist in this process.

The inservice education plan should provide for large-group, small-group, and individualized study and practice for those who participate in the inservice education program.

All members of the early childhood education team should participate in the inservice education effort, including leaders, coordinators, teachers, staff, and the building principal.

The inservice education plan should include a process whereby each team member assesses his own participation in the early childhood education program and uses this information to plan for his continued growth in knowledge and skills.

The inservice education plan should enhance and facilitate communication and cooperation among team members and with parents and community to increase the effectiveness of the early childhood education program.

The inservice education plan should facilitate exploration of innovative programs with continuous feedback and evaluation in relation to the goals of early childhood education.

The district should plan how it can use local community resources to provide inservice education; e.g., colleges; business; community and professional groups; parent, church, and ethnic groups; student teachers; and senior citizens.

The district should provide a process by which it can identify resources which can provide for inservice educational needs which cannot be met locally.

The district should provide inservice education designed to build cultural awareness. The program should help to identify various lifestyles and customs which affect the learning and teaching environment of the children and their families. Such programs are needed so that all the people involved in early childhood education programs can be better understood and reached more effectively.

When 25 percent or more of the children are from non-English-speaking families, the school or district should provide inservice education to improve the language skills each team member needs most (e.g., in standard Spanish or standard English).

Inservice education should provide opportunity for a deeper appreciation of the total environment in which young children live and learn and should include participation in community activities and home visitation.

Inservice education should provide for each team member's greater understanding of the forces which influence each child's growth and development in all areas (e.g., physical, psychomotor, social, linguistic, cognitive, affective) in order to utilize this understanding in the teaching-learning process.

Inservice education should provide for each team member's skill in teaching the basic skills needed for future success in school, including reading, mathematics, language, knowledge about the world of nature and man, science, health, art, music, physical education.

Inservice education should assist team members to increase their skills in assessing each child's unique needs and to individualize instruction to meet these needs.

The inservice education program should assist team members in understanding the importance of self-concept in the learning process and to find effective ways to nurture each child's self-esteem, self-confidence, and self-control.

The program should assist team members to develop a school atmosphere in which every child feels wanted and uniquely valued; the team members display compassion and understanding toward every child, each other, and parents; and the children are helped to feel compassion and understanding toward others.

The program should also assist team members to organize and administer a fully functioning educational program, including recordkeeping, planning, preparing and ordering materials, keeping necessary schedules, and satisfying other administrative requirements.

The team should take responsibility for organizing and participating in parent education programs.

The inservice education effort should facilitate career development.

Alternative suggestions for implementing early childhood education inservice education include the following:

Begin by having discussions with parents, who may later become part of the volunteer staff and who can aid in the writing of job descriptions for staff members.

Have orientation seminars and workshops during a four-to-six-week period prior to the opening of school in the fall.

Include parents, consultants, and ethnic representatives from the community. Informal seminars and workshops facilitate communication among team members.

Teachers and aides should be bilingual or have had a significant amount of coursework in the dominant second language of the area in which they will be teaching.

It is recommended that local programs provide approximately one hour per week of inservice education for teachers and two hours per week for aides and volunteers.

Teachers in the inservice education program should be qualified and experienced in the area of early child development or in other areas related to the program.

Staff members and members of the community should evaluate the program regularly. Aides, teachers, and parents should contribute at least two hours per month to program planning and evaluation.

Teachers should be allowed adequate time for recordkeeping.

Team members can demonstrate a commitment to the program by continuing academic preparation, participating in the planning and evaluation of the early childhood education program, and becoming a part of the communication link between school and community.

Formal coursework at a teacher education institution is assumed to provide basic preparation.

Observation of children in a classroom setting can help consolidate data regarding children's cognitive, affective, and psychomotor development.

Intensive and continuous study experiences should be arranged for teachers whose experience has been in grades higher than kindergarten through grade three.

Local colleges may be called upon to provide basic classwork when needed by the early childhood education team members; to assist at meetings as consultants; and to provide advice and suggestions when supervising student teachers.

Inservice meetings may be held on the school site, in various homes, or elsewhere in the community. The needs of the participants and ease of travel should be taken into consideration.

Specifics should be developed in the district master plan to ensure the development of certain competencies as follows:

Administrators should develop (1) knowledge about the growth and development of the young child; (2) skill in working with parents, certificated and noncertificated staff members, and school and community volunteers; and (3) ability to create a sense of trust and freedom among the early childhood education team members so that continual communication and interaction among the staff, the parents, and the community is encouraged.

Master teachers should develop (1) skill in the expanded role of supervising other staff members (not including evaluation under the Stull Act); (2) skill in diagnosis and prescription for individualized instruction; (3) ability to assume leadership in interpreting the program to parents and coordinating the activities and efforts of the parent educator; and (4) ability to work with the administration, coordinate the contributions of community representatives, and make full use of community resources.

All early childhood education team members should develop (1) ability to see their role as a contributing member and support member of a team; and (2) confidence to assume responsibility in the area of one's expertise and experience.

One effective method of expanding early childhood education methods throughout a school district after a successful year is a teacher exchange plan. Based on the philosophy of "everyone a learner," the plan includes the following:

One-third to one-half of the teachers in an early childhood education unit (School A) work for a period of 8-16 weeks as the nucleus of a staff in a new early childhood education unit (School B).

An equal number of staff members from School B serve as staff members at School A for a similar period. Staffs from both schools meet on a regular basis for conference and planning during the exchange period and for a time following, as necessary. After the 8-16 weeks,

teachers resume their original assignments for the year or remain in the exchanged assignments.

The exchange could continue during the entire phase-in period of the remaining schools in the district. Similarly, interdistrict exchange plans might also be considered.

Statements of responsibility that describe the roles of persons involved in the early childhood education program are presented as follows:

The *administrator* is responsible for the early childhood education program and the implementation at the school level of the master plan developed at the district level.

The *head teacher/coordinator/consultant* is responsible as the coordinator/head teacher for every 30 children; works directly with the children and assisting staff members; coordinates the program and activities; diagnoses the individual instructional needs of the children in the class; and prescribes the teaching strategies which will be carried out by the instructional aides, parents, and other volunteers.

Members of the teaching staff are responsible for carrying out a plan for individualized instruction of the children in the early childhood education classes. Several categories of teaching staff members may exist, including certified teachers, associate teachers, and instructional aides at various levels of responsibility according to the local plan.

Parent volunteers are responsible for providing information as to observations made of individual children; assist in activities, supplementing the instructional strategies prescribed by the early childhood education teacher; participate in the plans and evaluation of the early childhood education program; serve as an integral part of the early childhood education team; and contribute in ways which enhance learning experiences for children.

Students in training or work-experience programs are responsible for assisting in the activities and routines of the early childhood education program as support team members. They work under the direct supervision of faculty members and instructors from high schools, community colleges, and institutions of higher education.

The *parent education coordinator or specialist* is responsible for the various programs developed for parents, such as parent education classes, referral to community resources, or consultation on intrafamily concerns; and is a participating member of the early childhood education team in planning and evaluating all aspects of the early childhood education program as it relates to parent involvement.

Whenever appropriate, individuals from the community who have special talents should be encouraged to participate in the early childhood education program.

ACKNOWLEDGMENTS

Persons who assisted in the preparation of this publication, *Early Childhood Education: Recommendations for Program Implementation*, are as follows:

Sally Allen, California State University, Chico
Larry Aubrey, Los Angeles
Dave Ballesteros, Dean, Arts and Letters, California State University, Sacramento
Herbert Bauer, Yolo County Health Department, Woodland
Verna Beggs, Paramount
Joy Bender, Principal, Anchorage Street Elementary School, Los Angeles Unified School District, Venice
Bobette Bennett, California Congress of Parents and Teachers, Santa Barbara
Janice Bernstein, Los Angeles
Mary Jane Bolton, Meadow Vista
Ann Bradford, California State University, Sacramento
Betty Brady, California State University, Northridge
Lee Brooks, Coordinator of Federal Projects, Office of the Stanislaus County Superintendent of Schools, Modesto
Virginia Brown, Director, Special Projects and Inservice Education, Riverside Unified School District, Riverside
Valerie Burns, Culver City
Elizabeth Calaroso, UC School of Optometry, Berkeley
Robert Calfee, Stanford University School of Education, Stanford
Barbara Chang, USC Center for Social Action, Los Angeles
Kathryn Cirencione, Teacher, San Francisco
Berneice Clayton, Los Rios Joint Junior College District, Sacramento
Ruth Clothier, Palomar College, San Marcos
Mary Coe, Principal, Ocean View Elementary School District, Huntington Beach
Camilla Collins, Consultant in Early Childhood Education, State Department of Education, Sacramento
James A. Collins, Superintendent, Mill Valley Elementary School District, Mill Valley
George Cunningham, State Department of Public Health, Berkeley
Othella Daniels, Coordinator, Children's Centers, Los Angeles Unified School District, Los Angeles
Joseph Denhart, Director, Children's Center Preschool Program, Office of the Marin County Superintendent of Schools, Corte Madera
Virginia DeBoer, Long Beach
Genevie Dexter, Consultant in Physical Education, State Department of Education, Sacramento
Peter Dibble, Los Angeles Unified School District, Los Angeles
Robert Ehlers, Consultant, Office of Program Planning and Development, State Department of Education, Sacramento
Marion Faustman, Consultant, Bureau of Professional Development, State Department of Education, Sacramento
Ruth Fries, Livermore
Nancy Fritsch, Livermore
Shirley Garber, Los Angeles
James Harrison, Associate Superintendent, Monterey Peninsula Unified School District, Monterey
Juliana Hawkes, California Children's Centers Directors and Supervisors Association, Pasadena
Kenneth Hensell, Principal, Benchley Elementary School, San Diego City Unified School District, San Diego
Martha Hittinger, Project Specialist, Reading, State Department of Education, Sacramento
Samuel Hummons, Los Angeles
Betty Inman, Coast Community College District, Costa Mesa
Quenton James, Los Angeles County Mental Health Department, Los Angeles
Betty Jane Jordan, Supervisor, Howe Children's Center, Sacramento
James Jordan, Coordinator, Follow-Through Program, State Department of Education, Sacramento
Naomi Kabakov, Teacher, Sacramento
Mary Ann Kojan, Coordinator, Early Childhood Education, Berkeley Unified School District, Berkeley
Evelyn Kosower, Beverly Hills
Robert LaCrosse, President, Pacific Oaks College, Pasadena
Ann Lane, Urban Coalition, Los Angeles
Louise Leoni, Director, Elementary Curriculum and Instruction, Sacramento City Unified School District, Sacramento
James Lindsey, California State University, Chico
Barbara Mahler, Director, Child Development Laboratory, California State University, Chico
Dennis Mangers, American Learning Corporation, Long Beach
Vahac Mardirosian, Los Angeles
Edwina Mather, Consultant in Early Childhood Education, State Department of Education, Sacramento
Betty McCandless, Director, Early Childhood Education, Hayward Unified School District, Hayward
Genie McCreary, Community Services Planning Council, Sacramento
Harriet McKim, Consultant, Bureau of Program Development, State Department of Education, Sacramento
Orville Millhollin, Assistant Superintendent, Office of the Tuolumne County Superintendent of Schools, Sonora
Carolyn Mitchell, Huntington Beach

Hollis Moore, Office of Education Liaison, Sacramento
Marjorie Morris, C.A.E.Y.C., Encino
Louis Mozzini, Curriculum Coordinator, Office of the San Diego County Superintendent of Schools, San Diego
Manuel Navarrette, Consultant, Bilingual-Bicultural Education, State Department of Education, Sacramento
Lois Nevius, Encino
Clark O'Dell, Associate Superintendent, Office of the Siskiyou County Superintendent of Schools, Yreka
Evelyn Pickarts, Los Angeles
John Pirtle, Coordinator, Title I, Office of the Merced County Superintendent of Schools, Merced
Alma Polk, Ontario
Robert Ponce, Consultant, Office of the Ventura County Superintendent of Schools, Ventura
Mabel C. Purl, Director, Research and Evaluation, Riverside Unified School District, Riverside
June Rice, Parental Community Resource Teacher, San Francisco Unified School District, San Francisco
Arthur J. Roberts, California State University, Chico
Violet Roefs, Assistant Chief, Office of Food and Nutrition Services, State Department of Education, Sacramento
Helene Rose, Director, Children's Programs, Long Beach Unified School District, Long Beach
Robert Ruddell, Professor of Education, Berkeley
Mildred Sabath, California State University, Hayward
Wanda Schermerhorn, Consultant, Attendance and Welfare Services, Office of the Los Angeles County Superintendent of Schools, Los Angeles
Carole Schmitt, Reading Specialist, Torrance Unified School District, Torrance
Edith Schwartz, Sacramento
Max Schoen, D.D.S., Los Angeles
Maxine M. Sehring, M.D. Walnut Creek
Joe Simms, Consultant, Adult Education, State Department of Education, Sacramento
Elizabeth Simpson, Assistant Director, Early Childhood Education, Fresno Unified School District, Fresno
Dorothy Snyder, Consultant, Early Childhood Education, State Department of Education, Sacramento
Paul Stanley Spear, California State University, Chico
Marilyn Swank, Bakersfield
Vera Taylor, California State University, Fresno
Grant Thayer, Director, Curriculum and Instructional Services, Office of the Los Angeles County Superintendent of Schools, Los Angeles
Irene Tovar, Pacoima
Sharon Wahl, Pacific Palisades
William Watkins, Davis Joint Unified School District, Davis
Elvie Watts, Director, Early Childhood Education, Sacramento City Unified School District, Sacramento
Martha White, Barstow
Barbara Wilson, Consultant, Evaluation and Research, State Department of Education, Sacramento
Milton Wilson, Consultant, Evaluation and Research, State Department of Education, Sacramento
Gertrude Wood, Consultant, Research and Pupil Personnel Services, Office of the Los Angeles County Superintendent of Schools, Los Angeles
Margaret Wright, Los Angeles
Sally Yost, Sacramento City Unified School District, Sacramento
Al Zasueta, El Cajon
Docia Zavitkovsky, Director, Children's Centers, Santa Monica Unified School District, Santa Monica
Louis G. Zeyen, Superintendent, Norwalk-La Mirada Unified School District, Norwalk

72-144 (03-1283) 84939-300 7-74 7M